



## CRJ310: LAW ENFORCEMENT AND AMERICAN POLICING

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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### COURSE DESCRIPTION AND OUTCOMES

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**COURSE DESCRIPTION:**

In this course, students will learn about the history of American policing, current issues and challenges, best practices, various roles and tasks, as well as legal, ethical, and public accountability. A thorough overview of the American system of law enforcement, examining the origins, development, roles, and operations of policing in a modern democratic society will also be covered. Students will develop a detailed understanding of the issues involved in policing a democratic society and examine critical issues and new advances in law enforcement.

**COURSE OVERVIEW:**

CRJ310 Law Enforcement and American Policing provides you with an insight into historical perspectives, challenges, roles and functions of effective criminal justice, ethical considerations and public accountability in policing. You will study concepts on the main components within the criminal justice system and touch on theories in relation to deviance and apply both qualitative and quantitative methodologies in support of these theories. The purpose of Law Enforcement and American Policing is to integrate you into the intricate workings of a police agency and all areas in association with policing. You will be required to participate in discussions and assignments for the course.

**COURSE LEARNING OUTCOMES:**

1. Discuss the history of American policing.
2. Describe the recruitment, training, and socialization process for police officers.
3. Analyze the various tasks in policing.
4. Evaluate the challenges in policing.
5. Analyze legal, ethical, and public accountability in policing.
6. Describe police organizations and administration.
7. Assess best practices in policing.

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## PARTICIPATION & ATTENDANCE

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

Peak, K. & Sousa, W. (2018). *Policing America: Challenges and best practices* (9th ed). Pearson. ISBN-13: 978-0-13-452695-9

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### MODULE 1

#### Readings

- Chapter 1 in *Policing America*
- Goldsmith, A. (2015). Disgracebook policing: Social media and the rise of police indiscretion. *Policing and Society*, 25(3), 249-267. doi:10.1080/10439463.2013.864653

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

## MODULE 2

### Readings

- Chapters 10 & 11 in *Policing America*
- Mckee, A. & Lewis, A. (2016). The new community policing: Developing a partnership-based theoretical foundation. *Interdisciplinary Journal of Partnership Studies*, 3(3).
- Shernock, S. (2016). Conflict and compatibility. *Policing*, 39(4), 740-755.

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

### **Portfolio Project Milestone (25 points)**

Choose one of the following two Portfolio Milestones to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that, while there are two options for the milestone, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

#### **Milestone: Portfolio Project Option #1**

Submit your Portfolio topic to your instructor for preliminary approval. Submit a one- to two-page paper that indicates which of the following topics you have selected for your Portfolio Project and why you chose the topic. This may serve as an introduction in your final Portfolio Project.

Choose from one of these topics:

- Use of Force: Is the Media Helping or Hurting?
- Racial Profiling by Police: What Are the Critics Missing?
- Police Unions: Has Their Time Passed?

Your submission should be framed by a cover page and references page and include key points you wish to include in your final project. Format your text and references according to the *CSU-Global Guide to Writing and APA Requirements*.

#### **Milestone: Portfolio Project Option #2**

Submit an introduction to your Portfolio Project presentation.

What are the advantages and disadvantages of police officers of certain ethnic backgrounds that patrol communities of their same ethnic background?

Instructions:

- Write a one- to two-page introduction for your presentation.
- Your submission should be framed by a cover page and references page and include key points you wish to include in your final project. Format your text and references according to the *CSU-Global Guide to Writing and APA Requirements*.

## MODULE 3

### Readings

- Chapters 2 & 6 in *Policing America*
- Patterson, G. (2016). A brief exploratory report of coping strategies among police recruits during academy training. *Psychological Reports, 119*(2), 557-567.
- Rose, T., & Unnithan, P. (2015). In or out of the group? Police subculture and occupational stress. *Policing: An International Journal of Police Strategies & Management, 38*(2), 279-294.

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking (90 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that, while there are two options for the Critical Thinking Assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

#### Option #1: Diversity and Discrimination

For this assignment, you will write an essay that addresses the following:

1. What is meant by “diversity” and “discrimination” in the context of policing?
2. Why are these two subjects of interest or concern to police departments?
3. Select a police department and identify its location. Provide the URL to the department website. Analyze how this department has addressed these two issues. You may need to:
  - a) perform Internet research on the department,
  - b) research media reports on the department, and/or
  - c) interview someone at the department.

Instructions:

- Write a two- to three-page paper, not including the title and reference pages, which are required.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- You must support your analysis with at least three references. At least two of these must be academic, scholarly sources in addition to the course text and course readings. The CSU-Global Library is a good place to find these sources.

#### Option #2: Police Stressors

For this assignment, you will write an essay that addresses the following:

1. Explain how stressors of police work affect officers’ professional and personal life.
2. Discuss what has been done to reduce the effect and help officers cope with stress. You may need to:
  - a) perform Internet research to determine how officers have adapted their responses,
  - b) research media reports on this issue, and/or
  - c) interview a police officer.

Instructions:

- Write a two- to three-page paper, not including the title and reference pages, which are required.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- You must support your analysis with at least three references. At least two of these must be academic, scholarly sources in addition to the course text and course readings. The CSU-Global Library is a good place to find these sources.

## MODULE 4

### Readings

- Chapters 3-5 in *Policing America*
- Barrett, K., & Greene, R. (2016). Law enforcement by the number. *Capitol Ideas*, 59(5), 12. Retrieved from [http://www.csg.org/pubs/capitolideas/2016\\_sept\\_oct/law\\_enforcement.aspx](http://www.csg.org/pubs/capitolideas/2016_sept_oct/law_enforcement.aspx).

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking (90 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that, while there are two options for the Critical Thinking Assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

#### Option #1: Directed Patrol and Proactive Policing

For this assignment, you will write an essay that addresses the following:

1. What are directed patrol and proactive policing?
2. Identify the differences between directed patrol and proactive policing.
3. Select a current issue associated with each—directed patrol and proactive policing. Synthesize and comment on the issues you selected.

Instructions:

- Write a two- to three-page paper, not including the title and reference pages, which are required.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- You must support your analysis with at least three references. At least two of these must be academic, scholarly sources in addition to the course text and course readings. The CSU-Global Library is a good place to find these sources.

#### Option #2: Smart Policing Initiatives (SPI).

For this assignment, you will write an essay that addresses the following:

1. Discuss the Smart Policing Initiatives.

2. Evaluate strategies used in the Smart Policing Initiatives such as “hot spots” and “place-based strategies.”
3. Consider if Smart Policing Initiatives can be implemented and use an example that supports use of this strategy in a community. You may need to:
  - a) perform internet research for your example,
  - b) research media reports on news articles, or
  - c) interview someone who is familiar with this strategy.

Instructions:

- Write a two- to three-page paper, not including the title and reference pages, which are required.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- You must support your analysis with at least three references. At least two of these must be academic, scholarly sources in addition to the course text and course readings. The CSU-Global Library is a good place to find these sources.

## MODULE 5

### Readings

- Chapters 7 & 9 in *Policing America*
- Ariel, B. (2016). Police body cameras in large police departments. *Journal of Criminal Law & Criminology*, 106(4), 729-768.
- Five questions and answers about probable cause and reasonable suspicion. (2016, Jun 20). *Targeted News Service*.

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking (90 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that, while there are two options for the Critical Thinking Assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

#### Option #1: Civil Liability

For this assignment, you will write an essay that addresses the following:

1. Discuss the two main avenues available to aggrieved parties seeking to sue for police civil liability.
2. What are some of the defenses against civil liability that law enforcement officers and their supervisors and departments might employ?
3. How can civil liability promote accountability?

Instructions:

- Write a two- to three-page paper, not including the title and reference pages, which are required.

- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- You must support your analysis with at least three references. At least two of these must be academic, scholarly sources in addition to the course text and course readings. The CSU-Global Library is a good place to find these sources.

### **Option #2: Police Cameras**

For this assignment, you will write an essay that addresses the following:

1. Discuss the use of police cameras to help in police accountability.
2. Select a scenario when police cameras were used and how the use of cameras helped with police accountability. You may need to:
  - a) perform Internet research for your example,
  - b) research media reports on news articles, or
  - c) interview someone who is familiar with this situation.

Instructions:

- Write a two- to three-page paper, not including the title and reference pages, which are required.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- You must support your analysis with at least three references. At least two of these must be academic, scholarly sources in addition to the course text and course readings. The CSU-Global Library is a good place to find these sources.

### **Portfolio Project Milestone (25 points)**

Choose one of the following two Portfolio Milestones to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that, while there are two options for the milestone, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

#### **Milestone Option #1: Portfolio Outline (Paper)**

Submit a **written outline** of your Portfolio Project.

- State your project topic.
- Provide a **written outline** of your project.
  - Your outline should include headers (the major topics), major resources, and the intended flow of the information in the project.
  - Under each header, write a few sentences describing what you think you might cover in that section.
- Provide three articles that you might consider using for your final Portfolio Project. At least two of these must be academic, scholarly sources in addition to the course text and course readings.
- Give a short reason why you feel each source would be pertinent to your project. This is not expected to be a final list. The goal here is to motivate you to begin examining research that might help you in your final Portfolio Project.

#### **Milestone Option #2: Portfolio Outline (Presentation)**

Submit a **presentation** for your Portfolio Project outline, which communicates the topics and the impact that each of the project's components and subtopics have toward success.

- State your project topic.

- Provide a **presentation** for your project outline.
  - Your presentation should include header slides (the project's major topics/sections), major resources, and the intended flow of the information in the project.
  - For each major topic listed, include some bullets and/or key words on the slide describing what you think you might cover in that section. You must also provide a few sentences for each major topic in the slide's speaker notes.
- Provide three articles that you might consider using for your final Portfolio Project. At least two of these must be academic, scholarly sources in addition to the course text and course readings.
- Give a short reason why you feel each source would be pertinent to your project. This is not expected to be a final list. The goal here is to motivate you to begin examining research that might help you in your final Portfolio Project. The rationale for resources can be submitted in a separate document, if preferred.

## MODULE 6

### Readings

- Review Chapter 3 (pages 86-89) and read Chapter 8 in *Policing America*
- Beckett, K. (2016). The uses and abuses of police discretion: Toward harm reduction policing. *Harvard Law & Policy Review*, 10(1), 77.
- Father and son plead guilty in conspiracy to pay bribes and gratuities. (2017, May 10). *US Fed News Service, Including US State News*.

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking (100 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that, while there are two options for the Critical Thinking Assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

#### Option #1: Police Deviance

For this assignment, you will write an essay that addresses the following:

1. What is meant by "police deviance"?
2. How common is police deviance and how can it be controlled?
3. Select and describe a scenario in which police deviance occurred. Discuss how the deviance occurred and how it possibly could have been prevented. You may need to a) do Internet research for your example, b) research media reports on news articles, or c) interview someone who is familiar with this situation.

Instructions:

- Write a two- to three-page paper, not including the title and reference pages, which are required.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.



- You must support your analysis with at least three references. At least two of these must be academic, scholarly sources in addition to the course text and course readings. The CSU-Global Library is a good place to find these sources.

### **Option #2: Abusive Tactics**

For this assignment, you will write an essay that addresses the following:

1. Explain why and how local police working with agents of the government might become abusive in police tactics.
2. How common is the use of abusive tactics, and how can it be controlled?

Instructions:

- Write a two- to three-page paper, not including the title and reference pages, which are required.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
- You must support your analysis with at least three references. At least two of these must be academic, scholarly sources in addition to the course text and course readings. The CSU-Global Library is a good place to find these sources.

## **MODULE 7**

### **Readings**

- Review Chapter 8 and review Chapter 3 (pages 76-78) in *Policing America*
- Donner, C. M., Maskaly, J., Piquero, A. R., & Jennings, W. G. (2017). Quick on the draw: Assessing the relationship between low self-control and officer-involved police shootings. *Police Quarterly, 20*(2), 213-234.
- Mears, D., Craig, O., Stewart, E. & Warren, P. (2017). Thinking fast, not slow: How cognitive biases may contribute to racial disparities in the use of force in police-citizen encounters. *Journal of Criminal Justice, 53*, 12-24.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

## **MODULE 8**

### **Readings**

- Chapters 12 & 14 in *Policing America*
- Simus, R. (2016). The evolution of terrorism. *Acta Universitatis George Bacovia, (2)*, 74-79.
- Stoica, I. (2016). Transnational organized crime: An (inter)national security perspective. *Journal of Defense Resources Management, 7*(2), 13-30.
- Waldrop, M. M. (2016). The human side of CYBERCRIME. *Nature, 533*(7602), 164-167.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Portfolio Project (300 points)**

Choose one of the following two Portfolio Projects to complete. Do not do both assignments. Identify your assignment choice in the title of your submission. Review the Portfolio Project grading rubric to understand how you'll be graded on your project.

#### **Portfolio Project Option #1:**

Write a paper on *one* of these three topics:

- Use of Force: Is the Media Helping or Hurting?
- Racial Profiling by Police: What Are the Critics Missing?
- Police Unions: Has Their Time Passed?

#### **Final Paper Instructions:**

1. Include an introduction. It must provide a clear statement of your position on the topic.
2. The paper should synthesize current, relevant research on your topic from at least six scholarly sources.
3. Discuss the implications of possible solutions for the debate under investigation.
4. Finally, offer your conclusions regarding how best to manage the issue (i.e., your informed opinion on the issues raised).

The paper must demonstrate what you have learned about current issues related to policing and how the many variables we've discussed in class influence the inner workings of police and their agencies. Your paper is expected to have depth and offer a thoughtful analysis on the topic. The paper should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example). That is, support your claims with evidence.

The most common mistakes in writing an essay are (a) simply summarizing the topic and not analyzing it or discussing your views and (b) failing to relate the subject to the broader context of policing, as discussed in class and as found in the readings. Adequately including the broader contexts includes, for example, considering how your research might yield a different approach to policing or considering the implications of your findings for police training.

- Your submission should be eight to ten pages in length, not including the title and reference pages, which are required.
- You must support your analysis with at least six academic, scholarly sources in addition to the course text and course readings. The CSU-Global Library is a good place to find these sources.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

#### **Portfolio Project Option #2:**

For this option, you are to develop a presentation with comments and references on this topic:

What are the advantages and disadvantages of police officers of certain ethnic background only patrol communities of their same ethnic background?

#### **Final Presentation Instructions:**

1. Include an introduction. This must provide a clear statement of your position on the topic.

2. For your slide presentation, include images and content with speaker notes for each slide.
3. You may use PowerPoint or Internet-based presentation tools such as Prezi or Slide Rocket. Be sure to include the URL of your presentation when using Internet-based tools. Paste the URL into a Word document and upload with your presentation.
4. The presentation should synthesize current, relevant research on your topic from at least six scholarly sources.
5. Discuss the implications of possible solutions for the debate under investigation.
6. Finally, offer your conclusions regarding how best to manage the issue (i.e., your informed opinion on the issues raised).

The presentation must demonstrate what you have learned about current issues related to policing and how the many variables we've discussed in class influence the inner workings of police and their agencies.

Your presentation is expected to offer thoughtful analysis on the topic and should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example). Your discussion should be carefully considered, logical, and supported by evidence.

The most common mistakes are (a) simply summarizing the topic and not analyzing it or discussing your views and (b) failing to relate the subject to the broader context of policing, as discussed in class and as found in the readings. Adequately including the broader contexts includes, for example, considering how your research might yield a different approach to policing or considering the implications of your findings for police training.

- Your presentation must be at 15-20 slides in length, not including the title and reference slides, which are required.
- Include images and content **with detailed, thorough speaker notes** for each slide.
- You must support your analysis with at least six academic, scholarly sources in addition to the course text and course readings. The CSU-Global Library is a great place to find sources, including additional guides on making presentations.
- Your presentation must follow the *CSU-Global Guide to Writing and APA Requirements*.

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## COURSE POLICIES

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### Course Grading

20% Discussion Participation  
0% Opening Exercises  
8% Mastery Exercises  
37% Critical Thinking Assignments  
35% Portfolio Project & Milestones

| Grading Scale |               |
|---------------|---------------|
| A             | 95.0 – 100    |
| A-            | 90.0 – 94.9   |
| B+            | 86.7 – 89.9   |
| B             | 83.3 – 86.6   |
| B-            | 80.0 – 83.2   |
| C+            | 75.0 – 79.9   |
| C             | 70.0 – 74.9   |
| D             | 60.0 – 69.9   |
| F             | 59.9 or below |

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.